

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1				
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here.</small> <div style="text-align: right; font-size: small;"> RECEIVED TEXAS EDUCATION AGENCY 2019 MAY -1 PM 2:05 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period:	August 1, 2018 – July 31, 2019			
Application deadline:	5:00 p.m. Central Time, May 1, 2018			
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>			
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name		County-District #		Amendment #
Snyder ISD		208902		
Vendor ID #	ESC Region #			DUNS #
75-6002461	14			102490299
Mailing address		City	State	ZIP Code
2901 37 th Street		Snyder	TX	79549
Primary Contact				
First name	M.I.	Last name	Title	
Ana	L	Montoya	Grant Program Coordinator	
Telephone #	Email address			FAX #
325-574-8971	amontoya@snyderisd.net			325-574-8693
Secondary Contact				
First name	M.I.	Last name	Title	
Rachael		McClain	Assistant Superintendent	
Telephone #	Email address			FAX #
325-574-8948	rmccclain@snyderisd.net			325-573-9500
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Eddie		Bland	Superintendent
Telephone #		Email address	FAX #
325-574-8900		ebland@snyderisd.net	325-573-9025

Signature (blue ink preferred)

Date signed

4/30/18

Only the legally responsible party may sign this application.

701-18-111-090

Schedule #1—General Information

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. A minimum of five days per week for the fall and spring terms. A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> Participant and enrollment data will be entered in August or September, depending on the center schedule. Attendance data will be entered daily or weekly. Exception reports and data corrections will be completed and reviewed by the project director Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 208902

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 208902			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Snyder ISD will use the PRIME Blueprint for Texas ACE and the Tx21st CCLC Four-Components; Academics, Enrichment, College and Career Readiness, and Family Engagement as a tool to design a quality and enduring afterschool program. A well-organized project management approach to planning, organizing, securing and managing resources to bring about the successful completion of specific Tx21st CCLC Cycle 10 project goals and objectives will be aligned in order to meet specific criteria. Those include improving the following student outcomes/goals: 1) performance on required state assessments, 2) core course grades, 3) on-time grade level advancement, 4) school day attendance, 5) discipline referrals, 6) high school graduation rates and 7) high school student career competencies as outlined in Tx21st CCLC Cycle 10 RFA. Activities will be supplemented to expand services from the regular school day curriculum and will not be replicated or supplanted. The program will be offered at no charge to participants. Furthermore, SISD will integrate practices from ESSA, state and national after school conferences, trainings and other initiatives. The fundamental premise of Snyder ISD is to expand before/after school and summer services to students and their families in need of academic and support services at the High School Campus. After school activities will be tied to a broad array of TEKS based academic, enrichment opportunities and will be evidence based to align with the regular school day curriculum and district's strategic plan. STEM education teaching methods, credit recovery and dual credit programs will be the focus of college readiness. The site will provide academic enrichment for students most in need of services as follows: high-poverty, low academic performance, English Language Learners, truancy, discipline, latchkey, at-risk and other needs based on teacher, parent and campus administrator referrals.

SISD will use the Family Resource Center (FRC) equipped with a computer lab, library, and classrooms for adult education: ESL, parent education and technology. The FRC will exist to encourage family-school partnerships and help strengthen parent-student interactions. Childcare will be provided as needed. The FRC will be a combined effort of district Title I, Migrant Ed, Special Ed, McKinney Vento, and ACE.

A minimum of fifteen, but not more than twenty hours per week Monday – Friday will be offered during the school year and thirty five hours or more a week in the summer. Before/after school sessions will be at least 45 minutes long, but no longer than 1.5 hours. Transportation services will be provided as needed.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 208902	Amendment # (for amendments only):
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	
Grant period: August 1, 2018, to July 31, 2019	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$261,750	\$	\$261,750
Schedule #8	Professional and Contracted Services (6200)	6200	\$50,000	\$3,000	\$53,000
Schedule #9	Supplies and Materials (6300)	6300	\$47,000	\$	\$47,000
Schedule #10	Other Operating Costs (6400)	6400	\$33,250	\$	\$33,250
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$395,000	\$3,000	\$395,000
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$395,000	\$3,000	\$395,000

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$0.00	\$0.00	\$0.00
------	--	--------	--------	--------

Administrative Cost Calculation

Enter the total grant amount requested:	\$395,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$19,750

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 208902		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher	1		\$16,000
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director (required)		1	\$45,000
5 Site coordinator (required)	1		\$35,000
6 Family engagement specialist (required)	1		\$16,000
7 Secretary/administrative assistant			\$
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Title			\$
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112	Substitute pay		\$
24 6119	Professional staff extra-duty pay		\$90,750
25 6121	Support staff extra-duty pay		\$24,000
26 6140	Employee benefits		\$35,000
27	Subtotal substitute, extra-duty, benefits costs		\$
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$261,750

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 208902

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Enrichment Camps and/or classes (contracted professionals in area of expertise)	\$2,000
2	External Evaluation	\$3,000
3	Professional Development (local efforts to align with District Strategic Plan)	\$10,000
4	Communities in School Social Worker	\$38,000
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$53,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 208902

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$47,900
Grand total:		\$47,900

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 208902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$5,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$28,250
Grand total:		\$33,250

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 208902			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's Degree in education; experience and knowledge in after school program management; supervisory experience; fiscal/budget management experience; data reporting and management information system; public relations/interpersonal skills; implementation; demonstrated competence in program development; marketing and evaluation
2.	Site Coordinator(s)	Bachelor's Degree or experience in education related field; Supervisory experience; Strong communication, public relations/interpersonal skills; strong organization/time management skills; computer proficiency; experience working with high risk students/families; budget management experience; data reporting and management information systems
3.	Family Engagement Specialist	Associates Degree; Strong communication and interpersonal skills; familiar with community support agencies; adaptable to meet the needs of families in the program; Preferred- Ability to communicate in native language of program recipients

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Enhance student academics; impact performance on required state assessments.	1. Assign after school teachers/support staff	08/15/2018	07/31/2019
		2. Provide target tutoring aligned to regular school day	08/27/2018	07/31/2019
		3. Ongoing assessments and continuous monitoring	08/27/2018	07/31/2019
		4. Implement research-based curriculum	08/15/2018	07/31/2019
		5. Weekly meetings PD/SC set goals/review progress	08/15/2018	07/31/2019
2.	Increase overall student attendance	1. Intervention strategies via parent manual	08/15/2018	07/31/2019
		2. FES track attendance and intervene with homevisit	08/27/2018	07/31/2019
		3. Incentives for students who meet attendance rate	08/27/2018	07/31/2019
		4. CIS and PD meet weekly set goals/review progress	08/15/2018	07/31/2019
		5. Afterschool skill reinforcement activities	08/27/2018	07/31/2019
3.	Reduce the number of referrals	1. Culture is structured for student success	08/27/2018	07/31/2019
		2. Target students exhibiting behaviors that may lead to referrals	08/15/2018	07/31/2019
		3. Provide peer training that build on leadership	08/27/2018	07/31/2019
		4. Classes on conflict resolution and substance abuse	08/27/2018	07/31/2019
		5. CIS/PD meet weekly to set goals/review progress	08/15/2018	07/31/2019
4.	Increase promotion and graduation rates	1. Tutorials are part of program schedule	08/27/2018	07/31/2019
		2. Identify at-risk students	08/15/2018	07/31/2019
		3. Identify student specific needs	08/15/2018	07/31/2019
		4. Offer opportunities to connect with higher education institutions	08/27/2018	07/31/2019
		5. Provide education opportunities to ACE families	08/27/2018	07/31/2019
5.	Increase parent involvement	1. Adult ED (GED, ESL and other)	08/27/2018	07/31/2019
		2. Share Family night schedules; different sources	08/01/2018	07/31/2019
		3. Promote the use of Family Resource Center	08/01/2018	07/31/2019
		4. Specialty Workshops	08/27/2018	07/31/2019
		5. Increase positive parent communication	08/27/2018	07/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Summary of Evaluated Community Resources: Snyder ISD, in collaboration with various local community entities, evaluated the needs and resources with different strategies that implement and provide students and their families with opportunities to receive the support they need to achieve success. An individualized campus needs assessment has been conducted for the High School entity that will participate as a community learning center during the Tx21st CCLC Cycle 10 grant program. The campus needs assessment will reinforce the needs of the Campus Improvement Plan (CIP) provided by the district. This annual assessment includes individual input from members in diverse areas within the school district and local community.

There are legitimate concerns that revolve around providing an after school and literacy program to meet the needs of our small West Texas community. With the continued fluctuation in the oil industry, the main source of revenue for Snyder, the deteriorating economy has greatly affected all aspects of this community. A number of local oil industries have shut their doors and laid off hundreds of employees. Families are having to deal with the reality of residing in separate locations to make ends meet, therefore leaving many of our students in broken homes. Stay-at-home moms are now being forced to join the workforce for minimum wage, leaving youth with no adult supervision. Poor adult supervision or lack of a positive role model is known to be associated with the development of delinquency, substance abuse and truancy issues (Dornbusch et al., 1985; Glueck and Glueck, 1950; Hirschi, 1969; Jensen, 1972; Maccoby, 1958; McCord, 1979, 1982). Snyder's unemployment rate rests at 3.9%, slightly less than the state rate of 4.1% (homefacts.com February 2018). Home visits to many of our low income families indicate that many of these children lack the educational resources in their home to help them succeed academically. Participating in the program will provide them with multiple opportunities for hands-on real world experiences, allowing them to stay in a positive and safe environment. Snyder's larceny theft and burglary are presently 32% higher than the national average (homefacts.com) and has 66 registered sex offenders. Because Snyder is such a small community, an after-school program for high school students is an important piece to keeping our youth engaged.

The main objective of the campus needs assessment is to identify weaknesses and areas for improvement to strengthen our resources and meet the needs of our targeted students and their families. This extensive needs assessment was created through acquired data using resources, such as; the U.S. Census, local law enforcement, TX Workforce, district and campus data, individual interviews, district and campus meetings, parent and student surveys, home visits, school day staff, focus groups and various community meetings. These results have assisted in building a tailored High School campus afterschool program that sets clear instructions for successful implementation.

The data obtained will help guide the district in implementing and managing a quality program.

Addressing Identified Needs: Snyder ISD will work with a complex group of community supporters to ensure student and family needs are met. Solutions for meeting student and family concerns and needs are addressed below:

- Improve Academics: Utilize hired ACE staff to work with students one-on-one or small groups and recruit volunteer tutors (college students, retired teacher organizations) to aid support staff in working with students in need.
- Improve Behavior: Reach out to local organizations (police department, fire department, Lions Club, Kiwanis and church leaders) to present learning opportunities to encourage good behavior and provide incentives for improved behavior.
- Improve Promotion and Graduation Rates: Teaming up with Communities In Schools (Abilene) to provide social service(s) support will help address the specific needs of each individual student. Other opportunities for college/career guidance include partnering with area industries to empower students with job shadowing options and/or service learning project experience.
- Improve Parental Involvement: Facilitate partnering with the various campus parent committees and adult education providers to ensure student and family needs are met. Work hand in hand with the Family Engagement Specialist to coordinate ACE family nights and special program workshops in partnerships with Title I, Migrant Ed, Special Programs and other SISD district initiatives to encourage parent participation

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ This applicant is part of a planned partnership.

☒ This applicant is unable to partner.

Partnerships; Snyder ISD intends to maximize human and financial resources to ensure the successful implementation of a Tx21st CCLC Cycle 10 program. Creativity will come into play, given Snyder's economic situation. However, the Snyder community has proven over and over the significance of a collaborative effort. Snyder ISD and the Snyder community will combine available resources in the most cost effective manner. To strengthen the project's support, grant resources are being coordinated with Snyder ISD programs and other resources. Snyder ISD will participate with other community organizations in an annual community resource fair. The purpose of the fair is to connect area resources with home, school and community needs. This initiative will assist Snyder ISD in building a valuable resource base to build capacity for long-term sustainability. In carrying out the proposed program, successful partnerships have already been formed through Tx21st CCLC Cycle 7 and 9 and will continue as follows:

- Gateway Community Services will provide character building.
- Western Texas College will offer college and career readiness assistance.
- Public service entities will provide hands on demonstrations pertaining to different career fields.
- Scurry County 4-H will provide student enrichment activities and grant funding resources.
- City of Snyder community beautification projects.
- Scurry County Youth Center will host intramural sports that will give our students mentoring opportunities.
- Outreach Health Services will provide parent workshops/trainings.
- Civic organizations will provide resources for special needs of student (clothing, glasses, shoes and school supplies).
- Snyder ISD will provide use of space and equipment.
- Numerous community organizations assist hosting Lights On Afterschool and other various outreach events.
- Communities In Schools/Abilene - student and family social services.
- Advisory Council will assist with program awareness, evaluating program effectiveness and sustainability.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Snyder ISD's Afterschool Program (High School campus) will impact the defined set of measures by:

- Offering program activities based on student, family and community needs assessment in regards to before/afterschool and summer programming.
- Identifying program activities based on clearly written campus/district/Tx21st CCLC Cycle 10, Year 1 grant goals and objectives.
- Selecting comprehensive programs, strategies, and activities that promote effective prevention models and ensure student success.
- Soliciting and collaborating with campus/district administrators, teachers, parents, students and the community regarding the development, relevance and continuation of the program.
- Completing systematic evaluations, according to TEA guidelines, to ensure program is exceeding our identified needs.
- Offering bridge support in Math, Ela and Science will help prepare for the rigor of Early College High School (ECHS).
- Providing after school and Saturday ECHS support programs

Strategic planning is a necessary process to help support students, parents and educators by identifying potential priority initiatives to improve academic achievement and promote graduation rates, as well as career competencies specifically for the High School campus. Snyder ISD will incorporate the data that will be collected and analyzed to develop and solidify a strategic plan for afterschool initiatives. Our focal point will revolve around the following elements; the need for an afterschool program, examining best practices, developing potential strategic initiatives, determining potential priorities, and the development of an implementation timeline. The Snyder ISD Afterschool Program will utilize project-based learning supplemental curriculum for grades 9-12 to provide students with hands-on activities and/or projects that address math, science, reading, social studies, technology, and engineering that support TEA state standards and Snyder ISD's school day curriculum. The campus will implement important changes that will significantly increase student learning, and acquire inspiring innovation by creating high-performance measures for students and staff. The Snyder ISD Afterschool Program will employ a resolution plan to current and emerging problems at the High School campus based on the following needs:

- Student academic inconsistencies
- Progress monitoring based on improvement initiatives
- Utilization of resources more efficiently and purposefully
- Develop planning and forecasting
- Promote and support family/parent engagement activities
- Support for early high school college

The learning systems that will be utilized provides a combination of computer-based and/or Internet-delivered programs, as well as hands-on activities and programs. Periodic evaluations to assess program goals, objectives, strategies and activities/programs will be evaluated to improve and reinforce performance measures and the Tx21st CCLC Cycle 10 goals and objectives.

Schedule #16—Responses to Statutory Requirements (cont.)**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Snyder ISD has successfully implemented Tx21st CCLC Cycle 7 and Cycle 9 initiatives and exceeded student and parent participation goals. External campus evaluation reports indicate that students involved on a regular basis exceeded and surpassed non-regular students in most areas and have a higher rate of regular parent involvement. Due to support from after school program initiatives, students are steadily progressing to keep the district out of Improvement Required status. The Snyder ISD Afterschool Program will collaborate together with campus site committees to gather student academic progress. Data such as student EOC scores, student data pertaining to dropout, and truancy will help identify the needs of the campus. The Snyder ISD After School program will expand efforts in reducing the dropout rate, increase graduation rate and advance credential attainment. The program will focus on student re-engagement and adopt project-based supplemental curricula series for High School students that provide hands-on projects that address math, science, reading, social studies, technology and engineering that all align with state standards and the local curricula. In addition, instructional strategies will address English Language proficiency standards and college and career competencies. The Snyder ISD After School Program will design and disseminate multiple career pathways that enable campus students to have a clearer roadmap for success. Each curricula choice will be aligned with one or more state and local academic achievement standards, and will provide educational resources that promote and develop student content knowledge by addressing numerous subject areas. Adopted systems will utilize a broad range of sophisticated manipulatives, software, and hardware to support and enhance learning objectives. Through use of the proposed learning systems, students will complete physical, tangible projects, the outcomes of which are relevant to the real-world setting. Snyder ISD, in collaboration with campus school day programs and the community, will pursue activities that:

- Are field tested and proven to improve the academic achievement of students.
- Are project-based learning.
- Are student-centered to improve student academic success.
- Converge evidence for student academic and post-secondary success.
- Are objective.
- Show evidence of best practices.
- Have a solid theoretical or research foundation that is grounded in the scientific literature.
- Have been shown through an experimental design that includes experimental and control groups created through random assignment or carefully matched comparison groups.
- Have been demonstrated through research that clearly describes how, by whom, and on whom the research was conducted.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After-school activities will vary in nature depending on factors including age, background, and the community of participating youth. Activities will adapt to individual and small group needs. Furthermore, programming will be as engaging as possible, incorporating hands-on activities and connecting with students' interests and experiences. Activities will be supplemental to learning opportunities of the regular school day. In supplementing the activities of the regular school day, students will be involved in a variety of other experiences that serve to further enhance the variegated curriculum. Activities to be implemented include, but are not limited to:

- Academics: project based learning and evidence based tutoring in all core subjects.
- Enrichment: Contract with Communities in Schools to provide social services to students in need.
- Community Service Projects: Work in collaboration with the City of Snyder in beautification projects, including recycling, gardening, cleanup, landscaping and other areas needing an aesthetic facelift throughout the community.
- Physical Activity and Nutrition: Contract with local CrossFit program, adopt scientific research based curricula that enforces the value of health and nutrition (Mindworks and Beyond School Hours Conference highlighted programs), district food service provider will offer snacks to all participating students on days of program operation.
- College and Career: implement activities that are focused on STEAM with the help of the District STEAM lab coordinator and ECHS academic support through AVID.
- Family Engagement: Encourage the use of the district's Family Resource Center equipped with a computer lab, classrooms for adult ed, parent ed and parent/child engagement activities. Work in collaboration with district programs (Title 1, Migrant Ed, McKinney Vento, Special Ed and PTO's).
- Staff Development: align professional development initiatives to campus and district strategic plans to assist students in passing STAAR and EOC test in all core subjects. Participate in Westat and TEA required and recommended trainings/conferences.

All proposed activities in the Snyder ISD Tx21st CCLC Cycle 10 grant will be tied to TEKS (Texas Essential Knowledge Skills) and STEM (Science, Technology, Engineering and Math) instruction and will supplement initiatives from the regular school day curriculum. Achievement of instructional best practices is a process of continuous improvement and will include methods such as project based learning (PBL) practices in all core subjects. Specific plans and/or initiatives that SISD will implement to promote overall student success include but are not limited to; tutorial support, attendance incentives, positive behavior intervention and support (PBIS), and career and college readiness interventions. ACE staff development and training is the foundation in which SISD can support and strive for academic achievement. The areas that will be focused on to ensure student success are in all core subjects, arts, health and nutrition, community service projects, STEAM, college/career, sports, character education and parent engagement.

Snyder ISD will provide a safe and structured after school program offered by highly qualified teachers and staff that will support participating students' physical, academic, social and behavioral development and growth. Our district intends to provide a first-class before/after and summer school program that empowers our students with the following benefits: academic/grade improvement, developed social skills, greater motivation, improved classroom behavior, higher self-esteem, lower rates of criminal activity and increased family engagement. An additional obstacle that faces the students of Snyder ISD is our communities' poor economic environment, often students are in dire need of school supplies and/or nutritious snacks that we offer with our after-school program. These basic necessities help ensure overall student success. Snyder ISD ACE will provide students the opportunity to build positive peer and adult relationships through school and community cohesiveness.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Information regarding the learning center will be disseminated through the following methods:

- Snyder ISD will construct a program brochure in English and Spanish, the brochure will include the program site with address and contact information. A program schedule for the site will be included as well as days and hours of operation. Brochures will be distributed district wide and at different community locations.
- The use of Remind 101, Skylert, media including local newspaper, radio, district website and Facebook page, will be used to keep the community aware of the program's special announcements, events, and accomplishments.
- Monthly ACE newsletters highlighting program activities and achievements will be sent to parents, teachers, district administrators and the community.

Snyder ISD has given notice to the community of our intent to submit the Tx21st CCLC Cycle 10 Year 1 application at the school board meeting held on April 2018. The local newspaper published this information. In addition, upon submission of the grant application, a notice will be placed in the Snyder newspaper informing that the application and any waiver request will be available for public review at the Snyder ISD administration building.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

In order to eliminate any barriers to student participation in the area of transportation, Snyder ISD will provide transportation from the center to the home, on a per need basis, via a school SUV or bus depending on number of students needing services. This same service will be used to transport students to any offsite activities or locations (i.e. any events/activities at the local community college, community clean up events, and any activities held at the district STEAM Lab). For summer field trips a school bus and driver will be requested through the maintenance-direct system with sufficient time to allow the Snyder ISD transportation department to make the necessary arrangements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Snyder ISD ACE will develop a program for the utilization of retired teachers and senior citizens to serve as volunteers working with our high school student population. This program will be constructed to provide enrichment experiences for our targeted students and providing positive community role models as mentors. As a retired/senior volunteer, individuals will have an opportunity to help our targeted students by imparting their wisdom and experience to help them in their area of expertise. In addition to retired teachers and senior citizens, the program will recruit college students to volunteer through the local junior college. Snyder ISD ACE will collaborate with various professors from the junior college to reward extra points to college volunteers to be used towards their required community service project. The Site Coordinator will work directly with student clubs and student government to provide them with information about upcoming events and service learning project opportunities. Other community professionals will be invited to volunteer and share in their experiences, providing support and guidance to students depending on their individual needs. Some areas the program will focus on are getting community experts to share their knowledge will include character education, drug and alcohol abuse, bullying, college and career awareness and project based learning themes. Volunteers will be able to apply online or in person and will follow the Snyder ISD volunteer screening protocol through the district's Human Resource department. Volunteer screening will include background checks and finger printing processes, the Human Resources Department will give clearance to the Project Director and Site Coordinator once results have been received.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Stakeholders are an integral part in the foundation that supports Snyder ISD and our after school program initiatives. After grant funding ends it is imperative that stakeholders are engaged in collaborating with Snyder ISD as part of our district sustainability efforts. Additional resources for funding will be sought from other local, state and federal sources, and various foundations. SISD 21st CCLC program will also work in cooperation with various school programs (Title I, Special Programs, McKinney Vento, Migrant Ed, Regular School Day Program, School Libraries, Technology Department, etc.) to provide services to students and their families. SISD continually reviews and updates our after school program sustainability plan which includes, a vision with measurable outcomes, strategic financing options, a list of broad-based community support resources and adaptability to changing conditions. The sustainability approaches described above were developed in partnership with an advisory panel which included parents, teachers, campus and district staff, and community stakeholders. To display solidarity and support from the district, the program director and site coordinator will participate on various school and district committees.

The following practices will be implemented through the program to assist in local sustainability:

- Demonstrate to the local school board and administrators the importance of the program.
- Develop/measure expected outcomes and report them to students and their families, the district and community.
- Create an effective evaluation system that highlights program results.
- Begin initiatives to form partnerships with local government (city and county officials) to acquire and sustain community support.
- Develop solid community collaborations (focus on services, not funds).
- Have an established group of volunteers (college students, senior citizens, retired teachers and others).
- Continue to enhance relationships with all stakeholders.

Priority Points: A brief orientation of the Tx21st CCLC Cycle 10, Year 1 RFA was made to the Snyder ISD School Board of Trustees during their monthly meeting on April 12, 2018 with an announcement in the local newspaper following. A majority of the board members were present and signed a letter of support in regards to sustainability and agreed to the submission of this grant. Individual letters are also included in the appendix.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Maximizing the program resources and intertwining them with programs already in place within the district is paramount in creating and sustaining our districts after-school program in the most cost effective manner. Grant resources are coordinated with the district's budget, Title I, Migrant Ed, McKinney Vento, Special Ed, PTO's and various after school program initiatives currently being supported by the district and other community programs. SISD school program will directly support with the coordination of after school student academic, enrichment, college and career and parental activities. The district has established an extensive knowledge base of grant procedures and experience in providing educational and support related activities. The collaboration and sharing of these different entities, technology, fiscal operations, enrichment services and training are vital in successful implementation of this program. The program has the potential for being cost effective in three ways: 1) ensure an effective and efficient after school program; 2) utilize the established partnerships and funding avenues to capitalize on the benefits of the program; and 3) strengthen leadership and the districts vision to a greater number of stakeholders with a commitment to support afterschool programming.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 208902

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Snyder High School 3801 Austin Ave. Snyder, Tx 79549		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	208902001				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):	200	Parent/legal guardian target (in proportion with student target):		75	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 208902

Amendment # (for amendments only):

Center 4		Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
9-digit campus ID number:					
Cost per student		\$			
"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

Center 5		Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
9-digit campus ID number:					
Cost per student		\$			
"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

Center 6		Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
9-digit campus ID number:					
Cost per student		\$			
"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 208902				Amendment # (for amendments only):				
Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):			
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12			
	9-digit campus ID number:							
	Cost per student	\$						
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):			
			Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name							
	9-digit campus ID number							
	Estimated transportation time							
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):			
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12			
	9-digit campus ID number:							
	Cost per student	\$						
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):			
			Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name							
	9-digit campus ID number							
	Estimated transportation time							
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):			
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12			
	9-digit campus ID number:							
	Cost per student	\$						
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):			
			Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name							
	9-digit campus ID number							
	Estimated transportation time							

For TEA Use Only

Changes on this page have been confirmed with: Via telephone/fax/email (circle as appropriate)	On this date: _____ By TEA staff person: _____
---	---

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 208902		Amendment # (for amendments only):	
Center 10	Name and physical address of center site:		The campus is (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:		Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	Cost per student	\$	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):
		Feeder school #1	Feeder school #2
	Campus name:		Feeder school #3
9-digit campus ID number			
Estimated transportation time			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 208902

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Snyder ISD after school will work with district programs such as Title I, Migrant Ed, Special Ed, McKinney Vento and other programs in the identification and recruitment of students who are "AT-RISK" or fail to meet Texas proficiency standards. Team meetings with department heads of such programs will ensure that students who are a priority for service (PFS) under each of these programs are targeted for participation in the Snyder ISD Tx21st CCLC Cycle 10, Year 1 grant program, and are retained for the period of time needed for the student to show success and meet the required days of service set in grant guidelines. The project director and site coordinator will be in frequent communication with campus and district administrators and staff to design a plan on how the regular school day and after school program can work together to help the students meet or exceed goals on required state assessments, school day attendance, discipline referrals, on-time advancement to the next grade level, high school graduation rates, and career competencies.

Coordinated efforts between schoolwide programs and community resources will help maximize the impact of available funds. Collaborative efforts will not be duplicated from any of the abovementioned programs, but will be created to work in addition to current services of the regular school day.

Individual student plans will identify the academic and developmental needs of students targeted for after school programming. Student needs will be matched to after school resources with the best possible results for success. Parents will be educated in strategies to use at home to better prepare their student for school success. Staff will take part in staff development and training efforts that will help them identify the varying academic and developmental needs of students. Additional efforts will be given to training on what afterschool remedies will help students succeed and remain on track for graduation.

The project director, site coordinator, family engagement specialist and social worker will build connections with team leaders in the various district programs which will result in successful implementation of after school program activities that tie to student individual needs. Measures taken by team members to identify difficulties on a timely basis will ensure that students are connected to effective after school strategies that will help them succeed academically and are fully prepared to pass the EOC and STAAR test and have continued academic success in the classroom.

The project director and site coordinator will each keep a copy of the approved Tx21st CCLC Cycle 10, Year 1 and continued grant applications and amendments. To ensure fidelity of implementation they will continuously be involved in ongoing internal monitoring of their program by doing walkthroughs, data reviews, parent and student, teacher and stakeholder surveys. The external evaluator will also play a major role in internal monitoring procedures. Together, with the external evaluator, project director and site coordinator will work on various measurement tools that fully assess progress of both students and parents in the program. The project director and site coordinator will ensure that data processes are adhered to based on TEA grant guideline requirements, including daily input into the Tx21st CCLC data system. Snyder ISD will work with other programs in the district and various community resources to leverage funds and resources for program sustainability.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 208902

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Evaluation Plan. Snyder ISD will hire an experienced external independent evaluator to collaborate with the ACE staff and evaluation team to develop an evaluation design with key evaluation questions, assessment instruments, a data collection plan, and a timeline for tasks such as administering surveys, conducting focus groups, observing activities, creating a Logic Model, interviewing staff, completing reports, and reviewing program, student, and center data.

Formative evaluation will be conducted to determine if the program is being implemented as intended and if the program is making progress toward the objectives of improvement in academic performance, attendance, behavior, promotion rates, and graduation rates. The formative evaluation will include qualitative and quantitative data. The qualitative data will include interviews, focus groups, observations of activities and centers, and open-ended questions from surveys. The quantitative data will include student grades, student attendance and behavior incidents, ACE activity attendance, types of ACE activities for each component, student interest inventories, resources, lesson plan checklist, number and demographics of participants, staff and training, and parent, teacher, and student surveys. Also, a center logic model will be developed to document the program and to provide a visual representation of the program.

Summative evaluation will be conducted to determine program outcomes, student outcomes, participant attitudes, and if the program met its goals. The quantitative data will include student grades, student attendance, student behavior incidents, teacher ratings of student behavior, classes passed, promotion rates, STAAR scores, pretest and posttest scores for tutorials, and survey results for students, parents, and teachers. Qualitative data will include interviews, focus groups, and open-ended questions from surveys.

Data collection will be gathered through PEIMS which includes campus attendance and promotion. Through the district student information system, student attendance, student grades, behavior, STAAR scores, and program information will be collected. ACE information will be entered into the TX21st data system to track ACE activities, activity attendance, parent and student participation, and student school data. The Evaluator will conduct focus groups and administer surveys to gather participant feedback.

Evaluation results and findings will be analyzed and reviewed to determine adjustments and modifications for program improvement and quality. The Evaluator will share reports throughout the year with the ACE staff for the purpose of using the findings and recommendations for continuous program improvement. Academic and behavior data from the district data base and student and activity data from the TX1st data system will be reviewed regularly by the Project Director and site coordinator to ensure compliance and progress toward goals. At the weekly ACE staff meetings, these findings will be discussed and action plans and strategies developed for corrective measures. At the end of the program year, the Evaluator will submit a final evaluation report and share findings and recommendations with the ACE staff and other district staff. The Project Director and site coordinators will develop "next steps" for the following year.

Communicating regularly with the evaluation team and other school day staff, while sharing attendance and academic performance results will help build and maintain a positive relationship with the regular school day.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 208902

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 208902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 208902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 208902

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 208902

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 208902

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 208902

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 208902

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: